ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/28/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED000778	8222	

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Dolan, Eleanor F.

5. TITLE OF DOCUMENT ABSTRACTED:
Higher Education for Women: Time for Reappraisal

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

6. PUBLICATION TITLE:
Higher Education

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. AAUW
ST. 2401 Virginia Ave, NW
CITY, STATE Washington, DC
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Department of Health, Education, and Welfare, Washington, D.C.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
20	5-13	Sept. 63	9

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (8-12)

sex factors	curriculum	degrees		
needs	resources	careers		
enrollments	extracurricular			

17. ABSTRACT (MAX. 250 WORDS)

The author, an associate in higher education with the American Association of University Women, calls for a reassessment of measures to meet the needs of the increasing number of women entering institutions of higher education. She cites causes for this increased enrollment trend and recommends that the educational needs of women be met in terms consistent with the demands of the approaching 21st century. Recommendations call for increased dissemination of information regarding new patterns of women's education and employment, a reexamination of curricular trends, a new look at extracurricular resources, and a greater use of research findings dealing with the education of women. Accompanying tables present (1) the number of women earning degrees in selected fields of study during 1957-58 and 1961-62 and percentage of change; and (2) the number of women in selected professional occupations 1960 and 1950, the percent increase during the 10-year period, and the percent of women in the total selected professional occupations for both 1950 and 1960.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

R-7-1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

2222

Higher Education for Women: Time for Reappraisal

By ELEANOR F. DOLAN*

AMERICAN WOMEN are convinced that to reach their goals, the goals of all Americans, they must become educated. And they are acting on their convictions: they are going to college in ever increasing numbers. In the past 5 years the enrollment of women in colleges and universities has increased by about 51 percent,[1] the enrollment of men by only 30 percent. The increase has shown itself not only among young women entering college for the first time but among talented mature women who have returned to college after being out for several years.

In the same 5-year period the total *first-time* enrollment of women increased by 54 percent, while that of men increased 35 percent.[2] First-time enrollment of women in degree-credit courses in the fall of 1962 represented 44.1 percent of the girl high school graduates of the previous June in contrast to 36.4 percent for 1957.[3]

This important trend has been obscured because, even with the increase, women's total enrollment has not yet regained the 40:60 ratio to men's which it held in 1939,[4] and the dropout rate among women by the end of the second college year is very high indeed, averaging 46.1 percent as compared with 39.6 percent among men (based on the class of 1950).[5]

In the fall of 1961, 23.2 percent of all American women between 18 and 19 years of age were enrolled for the first time for degrees; as compared to 20.1 percent in 1957.[6] If this trend continues—and there is ample evidence that it will—by 1980 the total number of women in college may well equal that of men.[7]

This amazing development has come about in the comparatively short period of 125 years since women first began to enjoy the privilege of official residence in the established house of higher education. But there has been little public realization of the development, and even less fundamental reassessment of the measures needed to meet its implications and consequences. What has brought about the change? Are the colleges and universities meeting the needs of these women? Do we know what their needs are? What more would be desirable for them?

CAUSES OF THIS DEVELOPMENT

The development has come about through the interaction of a number of forces in American life. The strongest of these has been the fact that for man or woman, married or single, this Nation has placed its top life value on productive activities. But in modern times economic, technological, and political changes have decreased the job satisfaction of the housewife. Simultaneously, these same forces have conspired to permit and encourage many women to find their prime goals in work outside the home.

In the search for their goals and in the success with which they have achieved them, education has been at once both tool and inspiration. It was education that taught women to want to attain these goals. For women of academic ability, higher education with freedom to choose their specialization has become all-important. It has so reversed the situation since the beginning of the century that

---

*Dr. Dolan has been an associate in higher education with the American Association of University Women since 1950. She has taught political science and government at State College for Women, Tallahassee, Florida, at New York University, and at Flora Stone Mather College, Western Reserve University. She holds the B.A. degree from Wellesley College and the A.M. and Ph.D. degrees from Radcliffe College.

[1] U.S. Department of Health, Education, and Welfare, Office of Education, *Opening (Fall) Enrollment in Higher Education, 1962: Institutional Data*, table 1, p. 2.

[2] *Ibid.*

[3] *Ibid.* and U.S. Department of Labor Women's Bureau, unpublished data.

[4] U.S. Department of Health, Education and Welfare, Office of Education, *Opening (Fall) Enrollment in Higher Education, 1960: Analytic Report*, table 9, p. 15.

[5] ———, *Retention and Withdrawal of College Students*, p. 17.

[6] U.S. Department of Commerce, Bureau of the Census, "Current Population Reports; School Enrollment: October 1957 and October 1961", table 2, page 8 and 7, and table 5, pp. 11 and 9.

[7] The date 1980 is approximate. It was arrived at by using the present rate of change for the period 1957 to 1962, 29.931 percent for men and 50.574 percent for women, and calculating the total enrollments for 5-year periods on the assumption that the present rate of change would remain constant.

ED000778

the talented woman now finds herself being sought for the labor force; America's "first" goal is hers. National manpower needs have played their part in this reversal. The need for the highly skilled is now so acute that the objections to women's employment outside the home have all but disappeared. Society now approves such employment, if the woman needs or wants it, even a woman with children, provided the children's needs are properly met.

IS HIGHER EDUCATION MEETING WOMEN'S NEEDS?

Ever since U.S. colleges and universities opened their doors to women, controversy has raged around the nature of the education they most needed. On the one side it has been argued that women should "take what is already offered"; on the other, that "a special program should be developed centered on their major function, the family." Through both have run strong words about "liberal education" and "vocational training." These divisions of opinion persist, as do the practices based on them; with them or despite them, intelligent women have benefited and continue to benefit from their college experience. But the question now is, "What better can be done?" In answer, many of us would say that education should not be concerned primarily with the past nor with past theories; it must be concerned with the demands of the approaching 21st century, with the preparation of able women to meet the future with reasonable confidence and considerable wisdom.

What women show they want from higher education

How can "something even better" be devised? For this assessment, observation and supporting research are the first resource. Women themselves, by their actions and their attitudes, make evident the demands made on them by an increasingly urban civilization. They have already made obvious, as the statistics cited earlier show, one fact of prime significance: they are determined to go to college. Many interrupt their college work principally for marriage, although it is maintained that in recent years more who enter college finish.[8] Of those who go straight ahead to earn the bachelor's degree, 70 percent marry within 3 or 4 years.[9] Contrast this with, for example, the Vassar College class of 1904, 38 percent of whom never married.[10] Of those who do not marry, from 81 to 87 percent remain in the labor force until retirement.[11]

Before marriage and after, usually until the first child is born, these modern girls are at work. In 1959, for example, 70 percent of the women 18 to 24 years of age, married or single, with four or more years of college education were in the labor force.[12]

After their children arrive, college women generally feel that they must center their activities in the home for a while. They say, and research confirms their statement, that this period is much shorter than it used to be. If it is estimated that the home period ends when the youngest child is in elementary school at age 6, then today it is about 5 years less than at the turn of the century (10 years in 1959 versus 14.5 in 1890).[13]

This means that women are, on the average, free to return to the work force in their early thirties with more than half their lives before them. And they are returning, college women[14] more rapidly than other women. In 1962, 48.2 percent of the college women 25 years old and over were working outside the home in contrast to 41 percent in 1950.[15] Comparable figures for women *without regard to educational attainment* are 33 percent in 1962 and 21 percent in 1950.[16] Furthermore, even the older college women are returning to work. For example, in 1959, 46 percent of college women 35 and over, married and living with their husbands, were in the work force. The recent increase in mature women workers is said to be *the* revolutionary change taking place in the labor force; and among these, the major increase is among college women.[17]

O the average, college women are dissatified with the occupations open to them on their return to

---

[8] *Women's Education*, "An Optimistic Curve?", June 1962, p. 1.

[9] Mervin B. Freedman, "Studies of College Alumni," in *The American College*, p. 870.

[10] Nevitt Sanford, "Today's College Students Look at Themselves, their Society and their Profession," in *National Commission on Teacher Education and Professional Standards, Official Report 1962*, p. 68.

[11] U.S. Department of Labor, Women's Bureau, "Information Relating to College Women," January 1963, table 2, p. 1.

[12] ———, Unpublished data.

[13] U.S. Department of Commerce, Bureau of the Census, Paul C. Glick, unpublished data.

[14] For the purposes of this paper, the college woman is defined as having completed four or more years of higher education.

[15] Figures for 1962: Denis F. Johnston, "Educational Attainment of Workers, 1962," *Monthly Labor Review*, May 1963. Figures for 1950: Eleanor F. Dolan, "Educational Goals for College Women," *Association of American Colleges Bulletin*, October 1953.

[16] *Ibid.*

[17] Johnston. op. cit.

work. Typically, their absence has covered several years and they are also educationally rusty. Since they generally remain in the labor force until retirement, the occupation is important. All too often the jobs open to them are not commensurate with their intellectual potential. Steadily, more and more of those over 32 and facing a return have sought "to continue their education" as the best preparation for satisfying work. This is the group whose return to college has helped to bring into focus the educational needs of all women. In addition, this group is urging younger women to finish their basic educational preparation and offering suggestions, including part-time work, for remaining up to date in their field of work interest during their years at home as those years will be short.

In this drive to realize their true potential, college women evidently welcome full partnership in the pleasures and responsibilities of nurturing sound family life and the civic life of their communities. Freedom to choose a gainful occupation at the appropriate time and the psychic and practical satisfaction, they report, have brought new desirable dimensions to the family circle. They believe and are demonstrating that in this highly professionalized world of community services there are new and valuable ways of participating more profitably, more suitably, and more satisfyingly than the predominantly cookie-baking role to which they were assigned in the 19th century.

Women have sought education for these goals increasingly in public institutions of higher education, partly because they have had to keep their education inexpensive. In 1957 public institutions enrolled 59 percent of the women in college; in 1962, 63 percent.[18] Furthermore, they have depended upon the public universities (in 1957, 58 percent of all universities),[19] of all institutions those with the largest population. Nevertheless, over the years an appreciable number of women have enrolled in liberal arts colleges, 90 percent of which are privately controlled and expensive.

The bachelor's degree has been the limit of formal education for most college women (see table 1). Their major study choices have followed a consistent pattern for many years,[20] and always the relation of studies and future successful paid work has been obvious. A study, for example, of the occupations of the June 1957 women college graduates within 6 months after their graduation showed about 84 percent in the labor market—59 percent in teaching.[21] Relation of choice of studies to other life objectives does, women tell us, exist; but on this point documentation is not so clear. For example, 30,000 college women from all types of institutions, members of the American Association of University Women (AAUW) in 1948,[22] reported that they were satisfied with the non-occupational objectives they had set in college. Many of them attributed their satisfaction to course work, but a close reading of the replies might reassign many of the improved attitudes, values, and opinions to other aspects of college life.

This then is what college women are telling us they have succeeded in achieving and what they want to continue to have: Education; an identity of their own; an increasing share in what Americans value most, a paid occupation; marriage and children and family life; and a citizen's responsibilities. It is for women with these goals and prospects that colleges and universities should be directing their thinking and analyzing and counting their resources in preparation for an answer to the question, "What better can we do?"

WHAT HIGHER EDUCATION CAN DO

What resources are now available to the colleges and universities for providing the education women must have? What could become available? There are a great many, both for the present and for the future, only a few of which can be reviewed here; and some of the most useful will not necessarily add to the cost of higher education.

If information were circulated more widely . . .

Educators in the fields of higher education have learned the pattern of able women's lives, and many believe that it should be supported. But there is still much to be done by way of public enlightenment. If information about women's lives and obligations were thoroughly circulated to the public, the alumni, and the officials of institutions, it would be surprising how quickly attitudes would be affected and changes

[18] U.S. Department of Health, Education and Welfare, unpublished data, and *Opening (Fall) Enrollments in Higher Education, 1962: Institutional Data*, table 1, p. 2; table 2, p. 3.

[19] ——— *Biennial Survey of Education in the United States, 1956–58*, table 6, p. 12.

[20] ——— "Summary Report on Bachelor's and Higher Degrees Conferred During the Year 1961 62."

[21] U.S. Department of Labor Women's Bureau, *1962 Handbook on Women Workers*, pp. 119 and 120.

[22] Patricia W. Cautley, *AAUW Members Look at College Education*, 1949.

Table 1—Number of women earning degrees in selected fields of study, 1957–58 and 1961–62 and percentage of change

Field	First-level degree			Second-level degree			Doctoral degree		
	1957–58	1961–62	Percentage [1] change	1957–58	1961–62	Percentage [1] change	1957–58	1961–62	Percentage [1] change
Total	116,986	152,683	30.5	21,050	25,717	22.2	941	1,212	28.8
Accounting	437	598	36.8	22	33	(1)	1	1	(1)
Applied social sciences (including social work)	1,391	1,845	32.6	101	202	100.0	6	21	(1)
Biological sciences	3,182	4,825	51.6	404	660	63.7	136	159	15.2
Economics	605	760	25.6	70	89	27.1	5	15	(1)
Education (including elementary, health, physical and recreational education)	57,261	71,316	24.5	14,633	16,094	10.0	341	363	6.5
Elementary education	37,004	47,914	29.5	4,475	4,563	2.0	23	32	(1)
English and journalism	10,796	16,686	54.6	1,150	1,866	62.3	53	96	81.1
Engineering	109	125	14.7	20	40	(1)	4	4	(1)
Fine and applied arts	6,402	7,573	15.2	923	1,293	40.1	28	54	(1)
Foreign language and literature	2,689	5,255	95.4	453	815	79.9	65	71	9.2
Geography	119	157	31.9	28	30	(1)	9	4	(1)
Health professions (including medical technicians, nursing and pharmacy)	8,769	9,365	6.8	711	869	(1)	7	9	(1)
Home economics	4,276	4,253	(1)	440	522	18.6	14	35	(1)
Library science	1,287	1,625	26.3	126	420	233.3	6	3	(1)
Mathematical subjects	1,971	4,255	115.9	240	501	108.8	15	24	(1)
Medical technicians	885	1,127	27.3	6	5	(1)			
Nursing	6,003	6,305	5.0	474	499	5.3			
Pharmacy	391	459	17.4	13	12	(1)			
Physical education	2,900	3,454	19.1	371	449	21.0	29	19	(1)
Physical sciences	1,669	2,146	28.6	271	385	42.1	66	87	31.8
Psychology	2,867	3,821	33.3	399	563	41.1	84	149	77.4
Religion	1,370	1,550	13.1	162	174	7.4	14	12	(1)
Social sciences (including applied social sciences, history, political science and sociology)	13,782	19,133	38.8	1,068	1,652	54.7	96	141	46.9

[1] Percentages omitted when number of degrees is fewer than 50 in either year.

Source: U.S. Office of Education, *Earned Degrees Conferred by Higher Educational Institutions, 1957–58.* U.S. Office of Education, "Summary Report on Bachelor's and Higher Degrees Conferred During the Year 1961–62."

made for the better. Thus society and the college world would be led to accept sympathetically suggestions for new patterns of women's education and employment, and in turn both would set about following them.

Already some changes have been made. Many educators, recognizing the heavy manpower demands, have welcomed the older woman student, both undergraduate and graduate. Out of this has come a new educational pattern, the "continuing education" movement. True "continuing education" stresses these practices: orienting the college-age girl to her life pattern, helping the young married woman to stay current, and counseling the mature

woman returning to study to find exactly what she needs. It is more than adult education as it involves both the young girl and the returning adult woman and focuses the resources of the whole institution upon their education. The continuing education unit of an institution becomes the identifiable focus for all inquiries and plans concerning the education of mature women and has a strong influence on that of younger women. This is the basic plan of most of these programs—those of the University of Minnesota [23] and of the University of Wisconsin, for example. Many other institutions are setting up similar programs. An advantage of such a program is that it can be undertaken simply or elaborately, depending on available financing. Some institutions are meeting other needs of the mature by special, identifiable programs: for example, Douglass College of Rutgers University has one in mathematics; Sarah Lawrence College has an undergraduate degree program for women returning to college; Radcliffe College has an Institute for Independent Study for the extremely talented and highly trained women whose influence is reflected upon the undergraduate; the University of Wisconsin program has one for Ph. D. candidates; and, the AAUW Educational Foundation program has one for women long away from their studies, for career positions on college faculties.

Other institutions have established high status committees to reexamine the position and needs of women on their campuses.[24] If the committees are to have real effect, the institutions must make clear their intent to see that changes found to be needed shall be made in any segment of the academic enterprise, whether in fields related to students or faculty and other policy makers. The decision to update attitudes and to make needed changes can be entered upon at once; neither costs money; both are necessary to success in preparing women for what they want to do and what the world is asking of them.

With knowledge of changing conditions, officials in education—and Government and industry, too—should review attitudes toward and practices in the employment and promotion of women. No teaching is more effective than teaching by example. If it is recognized that gifted women need to have their full part in the future, young women must be able to see this taking place in the institution they attend. They must have before them examples of qualified women who have been accorded high rank and status on the campus and who are in the policy-forming councils of the institution.

Attitudes toward women in professional education would also yield to information. Women are going into graduate schools at very nearly the same rate as men—21.8 percent increase for women and 23.4 percent for men between 1958 and 1960 [25]—but the future requires that larger numbers of women go. Lack of money has been a limiting factor and, except in the fields of science and mathematics, still is. Pretty generally there has been reluctance to grant women scholarships, fellowships, or assistantships, partly because the discontinuity in women's use of their advanced training has not been properly evaluated.[24] The presence on campus of so many older women as students is evidence that women are fulfilling their commitments. Administrators could advance the cause by requesting that women's new pattern of use of education be fully considered in dealing with the competition for the institution's aid or in making recommendations, as in the case of NDEA or Woodrow Wilson fellowship. This move would have an added specific value in that it would help to qualify more women for faculty employment and promotion. The current short supply tends to confirm the fact that old-fashioned prejudices and attitudes still exist among faculty who are searching for new faculty members or handling their promotion.

Institutions already recognize that in the future many women will move about the world and that their undergraduate or graduate studies may be interrupted. Officials should therefore give thought to measures to enable women on the move to complete their studies; for example, by arranging for more interinstitutional acceptance of degree credits; fostering individual work under faculty direction from afar; and integrating summer sessions into total planning for women. The year-round college, which shortens the course to the degree by months, should be a boon to women. Or, if one of these young women is not currently studying, an effort should be made to motivate her and help her to

[23] Virginia L. Senders, "The Minnesota Plan for Women's Continuing Education: A Progress Report," *The Educational Record*, October 1961, p. 271.

[24] Unpublished reports to AAUW Educational Foundation of what higher education is doing and thinking.

[25] U.S. Department of Health, Education, and Welfare, Office of Education, *Total Enrollment in Institutions of Higher Education First Term, 1959–60, Basic Data*, table 1, p. 2.

finish. Arrangements to keep in contact with her could be established wherever she goes through other college women or associations such as the American Association of University Women (AAUW).

Reexamination of curriculum trends would . . .

The heart of the college or university is what it teaches, and of that we like to think the curriculum is a major part. Women's choices over a recent 5-year period are presented on table 1. As the table shows, women have increased their interest in the shortage fields, including economics and the applied social sciences. This table shows that the number and percentage of women studying mathematics and the natural sciences has increased substantially. Pressure for such change has been mostly in terms of national need for such specialists. Stated in another way, job opportunities have been dangled, financing of graduate work has been provided and patriotic duty urged. But some women have chosen these fields to satisfy a personal preference.

The number of engineering degrees awarded women is not large, but the increase is encouraging. A new look at engineering has shown how much of it can be easily done by a trained woman with a trained mind, and the welcome mat has been put out before many doors. Again, shortages have brought this increase about.

Campaigns to inform people of the need for other professional workers are obviously paying off in increased election by women of education as librarians, social workers, religious educators, and foreign language specialists.

Questions may still exist on whether these choices are satisfying women for all their lives, especially as job training. There is much need for research before any definitive comment can be made, but in programs for the mature like the AAUW Educational Foundation's College Faculty Program, a graduate program, the choices follow fairly well the established pattern for women. This is confirmed by analysis of women enrolling in the University of Minnesota's Plan in which one of the largest groups is composed of women seeking to complete their baccalaureate degree. The Plan's *Newsletter* says ". . . the areas of education, social sciences, English and the humanities, and the medical disciplines were the most often mentioned as fields of interest . . . ." [26]

[26] Newsletter, *The Minnesota Plan for the Continuing Education of Women*, February 1963, p. 5.

The Women's Bureau of the U.S. Department of Labor reports [27] that 78 percent of college women working in 1959 were in professional type work, and 12 percent, the next largest group, in clerical work. Table 2 presents [28] the current picture for several fields of work and shows how employment grows out of the higher education major. A picture of the true importance of teaching to women's work goals is clearly evident.

Further guidance on education for the future can be found in the Women's Bureau predictions for 1970:

> About 1 out of every 3 workers will be a woman.
>
> Further expansion in the employment of women in occupations in which they have long been established, such as teachers, office workers, librarians, social workers, home economists, nurses, laboratory technicians, medical and other health workers.
>
> Greater opportunities for women with the required ability and educational qualifications as mathematicians, statisticians, scientists, engineers, technicians of various kinds, and higher level office workers with training in the use of the electronic data processing and other business machines.[29]

Except for occupational competence that students acquire, does the formal curriculum have as much life-long effect upon students as it could have? The issue is being debated. For women, particularly for those in large institutions, there is no question but that more could be accomplished. Many steps might be taken, but of them all, the step most strongly recommended is increased opportunities for the student to be with the teacher. This again is teaching by example. Built into this recommendation, however, are these assumptions: That the teacher must be of superb quality, that many opportunities must be found for the student to work directly with the teacher, and that the teacher must have complete assurance that in the mind of the institution this is his first obligation.

A new look at the extracurriculum would . . .

Whether or not the formal curriculum has an effect on the personality, it is well recognized that the extracurriculum does. This is one reason why there

[27] U.S. Department of Labor, Women's Bureau, *1962 Handbook on Women Workers*, table 6, p. 111.

[28] ——— "Information Relating to College Women," January 1963, table 8, p. 4.

[29] ———, *Highlights 1920–60*, p. 2.

Table 2—Selected professional occupations of women 1960 and 1950

Occupation	Number of women		Percent increase 1950–60	Women as percent of total occupation	
	1960	1950		1960	1950
Teachers, elementary school	866,746	616,208	41	86	91
Nurses, professional	577,038	395,638	46	98	98
Teachers, secondary school	244,975	210,186	17	47	57
Musicians and music teachers	111,235	79,907	39	56	49
Teachers (n.e.c.)	93,960	17,727	430	62	21
Technicians, medical and dental	87,944	44,154	99	62	56
Accountants and auditors	80,483	56,884	41	17	15
Librarians	72,431	49,597	46	86	89
Social and welfare workers, except group	61,465	53,157	16	63	69
College presidents, professors and instructors (n.e.c.)	39,168	29,267	34	22	23
Editors and reporters	38,305	27,413	40	37	38
Artists and art teachers	37,187	30,862	20	36	38
Religious workers	35,349	29,174	21	62	69
Personnel and labor relations workers	30,760	15,344	100	31	29
Sports instructors and officials	25,301	11,315	124	32	25
Dietitians and nutritionists	24,757	21,515	15	93	94
Technicians, other engineering and physical sciences	24,287	16,703	45	13	18
Therapists and healers (n.e.c.)	20,204	12,393	63	54	49
Dancers and dancing teachers	16,892	12,334	37	77	71
Recreation and group workers	16,552	7,134	132	43	42
Technicians (n.e.c.)	16,129	6,473	149	24	34
Physicians and surgeons	15,672	11,823	33	7	6
Natural scientists	15,052	13,654	10	10	11

Source: U.S. Department of Commerce, Bureau of the Census: 1960 Census of Population.

Note: "N.e.c." indicates not elsewhere classified.

Note: Because of rounding, percentages in statistical tables do not necessarily add to 100.

is so much concern about the heavy enrollment of women in the largest institutions. For example, in 1962, 44 institutions with 15,000 or more enrollment had 22 percent of the total women's enrollment. Experience has shown that colleges and universities should seek to develop in the young woman a strong conviction of her own identity, of individual integrity. The exigencies of adult life tend to tear down her sense of her own personality; there is, however, hope that they will be less destructive in the future, as society seems to be moving toward a more precise statement of its expectations for women.

This concentration of women in large institutions has led to consideration of how conditions can be modified so that the girl may survive as a strong individual able to remain secure in the assurance of her own worth. They can be modified, but not without much study of local needs and possibilities and some expenditure of money. The influence of the professional personnel counselors is important in all phases of education, but certainly so in the large institution where "decentralization of programs and functions" [30] is essential. The emphasis here is on building a program to strengthen the individual. In this the extracurricular resources are heavily involved.

In an institution that has residences for women, it is obviously easier to provide extracurricular activities than in a nonresidential college. In both cases, however, the effectiveness of students' experience in them depends in large measure upon the leaders understanding of their obligations and upon the quality of their leadership. They can see that

[30] May A. Brunson, *Guidance: an Integrating Process in Higher Education*, p. 150.

the extracurriculum and the curriculum supplement each other, that liberalizing factors in the college experience are strengthened, and that every girl from a secure base has a chance to try her wings in the intracollegiate world. From modest plans of this sort centered in a college union or a dormitory or so, programs can be extended to larger groups of residences. The "house" plan gives more scope for carrying out the program, but the objectives are the same wherever tried.

Included more and more often in plans are provisions for using the resident faculty, study rooms, and working libraries. Recreation facilities and a recreation program—among the girls themselves or with the men on a guest basis—play a large part in creating the kind of atmosphere and giving opportunity for the experience which many believe necessary. In many plans, classes also play a part. In fact, almost anything that can be devised to give a feeling of unity to a small number of girls and increase their self-reliance has been or should be tried. In a very real sense this is an opportunity for "a room of one's own."

A related attempt to meet the need which is being discussed is the coordinate college. This is a plan of institutional organization in which there is an undergraduate college for men and another parallel one for women. Coordinate institutions vary greatly in responsibilities, composition, and equipment; some have not only their own physical plant and extracurricular program but also their own faculty and administration. Others bear a closer resemblance to the "house plan." The very formality of coordinate organization, which gives a sense of rights and duties, tends to identify more women and to train them for top as well as secondary leadership. At least since Philip E. Jacob made the idea popular in 1957, general opinion as well as academic has been admitting that the "peer group" does a major share of educating the college student. In the coordinate college or the residential set-up, and even in a carefully directed nonresidential college, the institution has a favorable opportunity to influence the "peer culture."

Research if used would . . .

Research now has much to offer the institution as it considers its new direction in women's education. Findings need to be rounded up, sorted, and put to use. A few illustrations from the wealth of material with respect only to women are in order. It has long been known that girls are about 2 years ahead of boys until the middle twenties in maturation. Why is not more being done to capitalize on this 2-year advantage? With such a change it would be possible for the girl to finish her bachelor's degree at about 18 before adult interests in marriage and family life became dominant. There is much to be said for starting school earlier, if the readiness is there, but that change may be for the future.

In the present, much wider use should be made of advanced placement with credit towards the degree. Charles Cole reports, for example, that Harvard College allows as much as 1 year of degree credit on this basis.[31] So also does Radcliffe. The experiment in "Early Admission," fostered by the Fund for the Advancement of Education in the early 1950's, has been allowed practically to die.[32] This is the plan in which selected students enter college at the beginning of their 11th school year. Reports from the women's college involved, Goucher College, were very favorable. The 2-year maturation difference could make this easily possible for women. Clearly colleges should look again at these and other available means to offer young women their maximum opportunity to prepare for adult life.

Mervin B. Freedman has reported research from his Vassar College studies relating to college women. For example, he believes there are two clearly defined periods of development between the late secondary school and early alumnae years. As his second period, "a developmental phase of young adulthood" begins about the junior year, he suggests that this might be "an argument in favor of different kinds of curricula for the two groups of students" (freshman—sophomores; junior—seniors).[33] Institutions have not begun to use his findings in considering future patterns of women's education.

Great Aspirations, the report by the National Opinion Research Center (NORC) of their analysis of 33,000 men and women of the college graduating class of June 1961, states in regard to academic achievement that there is "about the same percentage of men and women in the 'top fifth.' Very roughly speaking, this supports the general impres-

---

[31] U.S. Department of Health, Education, and Welfare, Office of Education *Flexibility in the Undergraduate Curriculum*, p. 13.

[32] The Fund for the Advancement of Education. *They Went to College Early*, p. 9.

[33] Freedman, p. 865.

sion that while there is little sex difference in very top grades, 'women get the B's while men get the C's.'" Men received 17 percent and women 21.2 percent of the top grades.[34] However, it is the similarities rather than the differences which are important to educational planning. Because college women will be in the work force or contributing to policymaking in the general welfare to an even greater extent in the future than they have been, individual institutions of higher education might well review what they are doing to prepare them. Is the institution sufficiently flexible in its curriculum to do this? Or, is it ruling women out, for example, of its Honors Program maintaining that "men remain longer and we get more out of them," [35] and thus not recognizing the timing problem in women's work? Such decisions related to independent study or apprentice teaching would certainly not motivate girls to seek full qualification in the graduate or professional schools, something we want to see them do at an even faster pace.

The future of these especially talented girls, indeed all college women, needs reconsideration from other angles—for example, in their first jobs. If they choose it principally by the size of the paycheck, we know they will be handicapped in achieving the full potential of modern Americans during their lives. An example is to be found on most campuses: Institutions might give a much more serious look at their employment of the college-educated wives of young faculty and graduate students, and they might ask for and follow the suggestions of counselors, including vocational counselors, who have this problem well in mind. If occupational possibilities dependent upon college education could permeate the thinking of the college woman, so much so that it became a topic of leisure-time discussion, much would be done to offset dropouts.

To see the NORC research report—its findings substantiated in many others—only in terms of the top one-fifth is to neglect a major part of its message for women's education. The academic B and C groups are every bit as important as the A's in consolidating the values America believes in. For that purpose, a very broad segment of the citizenry, women as well as men, must be prepared for their share in leadership. They must be able to define their objectives, to select the leaders and correct them when necessary, to explain national aims to others, and to carry them into effect. Women need further motivation to remain intellectually alive and spiritually strong, to see the significance of their individual contribution, regardless of the size of the problem, and to act upon it.

FUTURE SERVICE TO WOMEN STUDENTS

IT seems, then, that the greatest advance that higher education can make in its service to women would be to seek to develop their every faculty and ability. They should give women the help they need to understand the demands the world will make of them and to become strong personalities able to withstand the excesses of the modern world. They need freedom to choose their education to prepare themselves for the life patterns Americans value most. As President Rosemary Park said recently: "Women's life is no longer bounded by the home—in spite of biological differences, the roles of men and women are more similar than they were fifty years ago." [36] Or, to paraphrase a statement of Margaret Mead, future emphasis in the education of women should be on "comparability" as well as "equality." [37] But the time for reappraisal is now.

---

[34] James A. Davis, *Great Aspirations: Volume One*, table 2.12, p. 46.

[35] Quoted by J. W. Cohen, "Problems of Honors Programs," *The Superior Student*, October 1961, p. 10.

[36] Terry Ferrer, "Rosemary Park: New President of Barnard," *Saturday Review*, April 20, 1963, p. 66.

[37] Margaret Mead, "Gender in the Honors Program," *The Superior Student*, May 1961, p. 2.

Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Please send me *HIGHER EDUCATION* for:

☐ 1 year ($1.25) ☐ 2 years ($2.50) ☐ 3 years ($3.75)

Check or money order is enclosed.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____